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ABSTRACT

In recent years the World Bank, currently the largest single funding source for education and health programs in the world, has put new emphasis on reaching children in the years before they enter school. Despite the acknowledged benefits to be gained from investing in education, schooling in Latin America has failed to keep pace with the population and economic development. This directory lists 19 joint Latin America-World Bank projects, both freestanding programs and components of larger projects, targeted to preschool-aged children. The directory lists new projects recently approved as well as updates on projects already in operation. Projects are listed in alphabetical order by country. Each project description includes the project's overall objectives, basic data (dates, cost, region, target population, participating agencies, project manager), policy context, interim goals and strategies to obtain them, and expected and documented benefits. Additional program information is highlighted throughout the book for programs in Chile, El Salvador, Mexico, Trinidad and Tobago, and Venezuela. (KB)

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ED 463 878

EARLY CHILD
in Latin America and the Caribbean

List of Projects with World Bank Support

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September 1999

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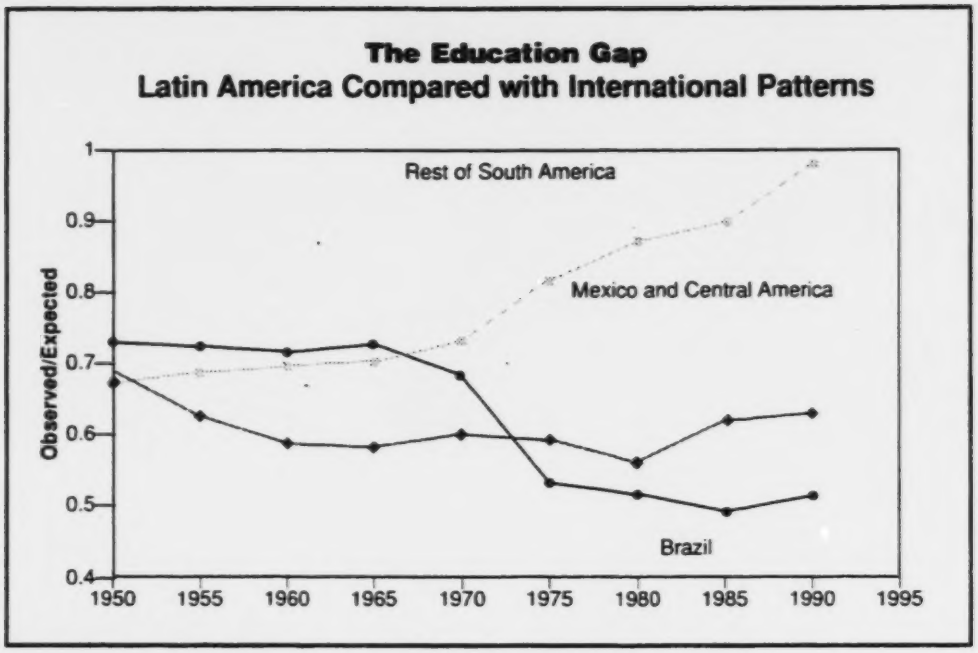
The World Bank, Latin America, and Early Childhood Development

In recent years the World Bank—currently the largest single funding source for education and health programs in the world—has put new emphasis on reaching children in the years *before* they enter school. For according to a growing body of evidence, children provided with a healthful and stimulating start in life emerge far better equipped to rise out of poverty. Early intervention increases poor children's intellectual, social, and physical capacity. And in strengthening individual ability, it increases countries' reserves of human capital and boosts economic growth for years to come.

Education is demonstrably one of the best economic investments a country can make. A 1966 survey covering ninety-eight countries found enrollment rates to be a key predictor of future economic growth (Barro 1991). A comparison of enrollment rates in different Brazilian states in 1970 and 1980 found that one additional year of education per worker increased real output by 20 percent (Lau and others 1970). As for the effect of preschool, more recent analyses of the Brazilian data found that two years of preschool resulted, on average, in one additional year of overall educational attainment and a 20 percent hike in per capita income (PPV 1996 and IPEA 1999).

Yet despite the acknowledged benefits to be gained from investing in education, schooling in Latin America has failed to keep pace with the population and economic development. In the 1950s Latin Americans averaged 2.4 years of education—1.6 years fewer than the 4.0 years attained by people living in similar economies at the time. In the 1970s, most Latin American countries (particularly the Southern Cone) expanded their education systems to meet their economies' growing demands. Yet despite a strong regional effort, at the beginning of the 1980s Latin Americans averaged only 4.0 years of education—2.5 years less per person than their counterparts' 6.5 years of average schooling.

Today it is estimated that the average Latin American worker needs 7.0 years of schooling to support current levels of economic development in the region. While the education shortfall in most of Latin America is 2.0 years per worker, moreover, in Mexico and Brazil, the region's most developed economies, it is



Source: Londono 1996

closer to 3.0 years per worker. If the region's economies are to strengthen and grow, moreover, they will need ever more skilled an educated workers in the future ***(Figure 1).***

Recognizing the importance of closing the education gap and the efficacy of early intervention, many countries in Latin America have initiated programs to promote the Early Childhood Education approach. This directory contains joint Latin America-World Bank projects, both freestanding programs and components of larger projects, targeted to preschool-aged children. Taken as a whole, these efforts have delivered services to young children, educated care-givers, and informed and persuaded thousands of Latin Americans about the processes and benefits of early intervention.

The *Early Childhood Development Directory for Latin America and the Caribbean* is intended to provide useful information on programs for young children currently funded by the World Bank. This regional edition contains new projects recently approved and updates on projects already in operation.

Projects are listed in alphabetical order. Each description includes the ECD project or project component's:

- Overall objectives
- Basic data (dates, cost, region, target population, participating agencies, project manager)
- Policy context
- Interim goals and strategies to obtain them
- Expected and documented benefits

This directory benefited from the contributions of task managers implementing the projects. Ongoing project lending data are provided by Nandita Tannan (HDNVP).

For information about these projects on-line, see the *ABC of ECD* website: http://www.worldbank.org/children. Your comments and suggestions are important to us. Please send them to Myoung3@worldbank.org

Mary Eming Young, M.D., DR.P.H.
Early Childhood Development
Knowledge Coordinator

ARGENTINA

Maternal and Child Health and Nutrition Project

	❦ *To improve the health and nutrition of poor mothers and children*
Status	Active
Duration	1994 to 2000
Borrower	Argentine Republic
Total Project Cost	US$160 million
World Bank funding	$100 million (of which ECD: $10.5 million)
Targeted groups	Poor city children, aged 2–5, and pregnant and nursing women in six participating provinces
World Bank Project Manager	Don Winkler, Lead Specialist, Education

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Early Childhood Development
In order to further the mental and social development of children aged 2 to 5, the project adds food supplements, nutritious meals, and intellectually stimulating activities to existing pre-school feeding programs and kindergartens. With these relatively inexpensive additions, the project is helping to transform custodial care services into "Child Development Centers," which offer a variety of services designed to stimulate children's physical, mental, and social growth.

The project pays mothers a small stipend to take over, under the supervision of staff, some child-care duties at the centers. In many cases, this division of labor allows teachers to develop new educational activities while mothers care for the children and promote the new program within the community. The project trains staff, teachers, and those mothers in charge of childcare centers in the management and implementation of social programs. For its part, for every ten child-development centers the municipality provides one education technician, who distributes the educational materials and toys needed for young children's development activities.

Maternal and Child Health and Nutrition
The project sets up mechanisms to convey information to low-income mothers about prenatal care, breast-feeding, infant feeding, diet, hygiene, family planning, and sexually transmitted disease. It funds training for health personnel, the development of printed materials on nutrition and health, and information campaigns in the mass media. On a limited basis, it also provides funds to upgrade, equip, and expand existing health care facilities.

Institutional Strengthening
The project finances training in the planning and long-term management of ECD programs for health officials at the provincial and municipal level. It also funds the creation and upkeep of the communications systems and databases needed to conduct studies of child development services and to establish and maintain the social network and technical assistance resources required to convert school feeding programs into Child Development Centers.

Strategy

- Work with the Argentine central government to institute comprehensive care for preschoolers in municipalities in six participating provinces
- Promote the quality and efficiency of services delivered under existing maternal, child health, nutrition and early childhood development programs
- Finance investment in early childhood development interventions
- Support government efforts to decentralize by shifting the management and financing of social services from provinces to municipalities.
- Establish criteria for evaluating early childhood development programs, and on the basis of these criteria
- Fund operating expenses associated with the delivery of health care, nutrition, and early childhood development services to poor mothers and very young children

Expected Benefits

- Increase infant and child survival rates
- Improve maternal and child health
- Reduce the prevalence and severity of most common diseases
- Promote child care that fosters intellectual and social as well as physical development
- Initiate a process to improve the management and operation of provincial and municipal health, nutrition, and education services for mothers and preschool-aged children

Source: World Bank, July 1993, Staff Appraisal Report. "Argentina Maternal and Child Health and Nutrition Project." *Contact:* World Bank, Human Resources Operations Division, Country Department IV, Latin American and Caribbean Regional Office, Washington, DC.

ARGENTINA

Maternal and Child Health and Nutrition Project II (PROMIN II)

	❦ *To improve the health and nutrition of pregnant women, newborns, mothers, and young children in low-income areas*
Status	Active
Duration	1997 to 2004
Borrower	Argentine Republic
Total Project Cost	US$171 million
World Bank Funding for ECD	US$ 81.3 million
Target population	Potential direct beneficiaries include an estimated 1,790,000 women and children (including 70,000 pregnant women, 55,000 children below age one, and 250,000 children below age five) in 20 of Argentina's poorest municipalities, located across 17 provinces.
World Bank project manager	Jean-Jacques de Saint Antoine, Principal Operations Officer

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Argentina's Ministry of Health has enlisted World Bank support to capitalize on advances made under the PROMIN I project. By improving the model for health care and nutrition services for women and young children, PROMIN I has helped to improve primary health care delivery in 10 provinces. The program activities listed below are designed to strengthen and expand upon these gains.

Strategy	
Early Childhood Development	◻ Provide child care to poor mothers seeking to enter the marketplace. ◻ Introduce proven ECD measures into existing preschool feeding programs *(comedores infantiles)* and reorganize existing kindergartens and child care center into Child Development Centers equipped to provide a comprehensive package of services to mothers and young children. ◻ Coordinate with health care centers to make sure young children are monitored regularly for growth, nutrition, immunizations, safety, and psychological well-being. ◻ Finance the purchase of educational materials and toys for child development centers. ◻ Train Child Development Centers staff (including mothers in charge of local children's groups) how to manage a comprehensive ECD program and develop stimulating activities for young children. ◻ Encourage participating mothers to promote ECD services and programs within the community.
Maternal and Child Health and Nutrition	◻ Provide food supplements for undernourished pregnant women, children under 6, and lactating mothers. ◻ Set up a women's reproductive health care program to: - monitor pregnant women for nutrition status - detect complications with gestation and delivery - provide post-partum care - provide mechanisms for birth spacing and control - promote breast-feeding - treat sexually transmitted disease

- Finance efforts to refurbish, equip, and expand health care facilities and laboratories
- Fund maternal and child health care staff training and supervision
- Finance information campaigns on women and children's nutrition and health

Expected Benefits

- Government of Argentina extends maternal and prenatal health service coverage to 60 percent of the eligible population
- Government extends pediatric coverage to 60 percent of children aged 0–6.
- Project transforms 40 percent of existing child-feeding centers and kindergartens into early childhood development centers offering a comprehensive package of services.
- Social service management in Argentina is decentralized and made more efficient.

Source: World Bank, July 1993 *Project Appraisal Document: Argentina Maternal and Child Health and Nutrition Project II (PROMIN II). Contact:* World Bank, Human Resources Operations Division, Country Department IV, Latin American and Caribbean Regional Office, Washington, DC.

BOLIVIA

Integrated Child Development Project
Proyecto Integral de Desarrollo Infantil (PIDI)

	❦ *To expand coverage and improve the quality of child development programs in poor urban areas*
Status	Active, restructured
Duration	1994 to 2000
Borrower	Republic of Bolivia
Total Project Cost	US$53.8 million
World Bank funding for ECD	US$ 30.7 million
Target population	poor children aged 6 months to 6 years in Bolivia's 34 largest urban areas
Partner agency	Programa de Atención a Niñas y Niños Menores de Seis Años (PAN)
World Bank project manager	Sandra Rosenhouse, Population and Health Specialist

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In line with the Government of Bolivia's Social Strategy Statement and its ten-year action plan to improve the lives of women and children, the *Proyecto Integral de Desarrollo Infantil (PIDI)* supports the establishment of a national system for delivering comprehensive health, nutrition, and education services to preschool-aged children. It seeks to achieve this end by improving public officials' ability to plan and manage ECD programs, service delivery systems, and systems for program monitoring and evaluation.

Strategy

Policy and management
(US$3.5 million)

- Fund studies to form a factual basis for evaluating programs and formulating social policy
- Fund technical assistance in the areas of food security and nutrition, ECD interventions, and the extension of coverage
- Train key Project staff on ECD and eventually provide training for regional government staff
- Finance purchase of computer and office equipment and training for PAN

Service delivery
(US$30.8)

- Fund and set up non-formal, home-based and center-based day care centers, with 2–3 caregivers providing integrated child development services to 15 poor children (aged 6 mos. to 6 years) each
- Finance furniture, equipment, supplies, and home rehabilitation for day care centers
- Fund stipends, training, and supervision for caregivers
- Provide technical assistance in ECD techniques, program management, and supervision
- Fund vehicles, equipment, and supplies for project administration
- Set up a health fund (to operate on a declining basis) to help finance diagnostic and treatment services for malnourished children from very poor families

Monitoring and evaluation
(US$2.1 million)

- Finance the development and application of a household survey to measure project impact every two years.
- Set up a management information system (MIS)

Expected Benefits
(after 8 project years)

- non-formal, home-based and center-based day care centers, fully equipped and prepared to provide a package of high quality child development services to 45,000 of the country's poorest preschool-aged children
- Significant improvements in the physical, intellectual, and social development of more than 100,000 children, aged 6 months to 6 years, who took part in the program
- Training in ECD techniques for 21,000 care givers (mostly women)
- 4,000 care givers who have been given access to credit to upgrade their homes
- Training 10,000 parents on ECD to care for their children.

Source: World Bank, June 1993, Staff Appraisal Report, "Bolivia Integrated child Development Project". *Contact:* World Bank, Human Resources Operations Division, Country Department II, Latin American and Caribbean Regional office, Washington, D.C
Revised by Sandra Rosenhouse, Task Manager, Population and Health Specialist.

BRAZIL

Innovations in Basic Education

	🕮 *To improve learning outcomes for poor preschoolers- and primary school students in Greater Sao Paulo* 🕮 *To develop a model program that could be adapted for use in other states*
Status	Active
Duration	1991 to 1998
Borrower	State of Sao Paulo
Total Project Cost	US$600.00 million
World Bank funding for ECD	US$62.5 million
Target population	Children in the first two years of primary school.
Partner organizations	Secretariat for Education in the State of Sao Paulo (SEE), Department of School Food Programs, Schools Basic Health Unit
World Bank project manager	Robin Horn, Senior Education Economist

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Education

In 1984 the state of Sao Paolo initiated the *ciclo basico,* a program to improve the quality of education available in grades 1 and 2 in all state primary schools. The *ciclo basico* will introduce a more responsive pedagogical approach to the teaching of literacy and arithmetic skills, reorganize the curriculum, retrain teachers on a massive scale, and provide new educational materials. In addition, the Secretariat for Education in the State of Sao Paulo (SEE) has proposed a major plan to build and refurbish primary schools and classrooms in order to extend the school day to six hours in all state primary schools and to alleviate the problem of severe overcrowding.

Health

In the municipality of Sao Paolo today roughly one-fifth of children aged four to five are anemic and only half have completed their diphtheria and tetanus immunizations. If the present school health system, managed by the State Secretariat of Health, is to address the priority health needs of preschool and early primary school children, it will need to be completely revamped.

Strategy

Increase preschool enrollments of poor children aged 4–6 from 70,000 to 120,000

- Help fund SEE's plan to construct 350 new primary schools (providing roughly 3,000 new classrooms) and refurbish and expand 150 existing classrooms
- Introduce low-cost ways to build preschools, especially in poor neighborhoods
- Mobilize parent support for municipal preschools
- Arrange for private and public sector to collaborate in supporting preschool programs

Improve quality of preschool education

- Provide in-service training for preschool teachers in active learning techniques and implementation of the new curriculum
- Introduce the intensive use of books, educational toys, and other learning materials
- Sponsor the production and distribution of educational books, toys, and art supplies
- Set up a system for monitoring teaching quality in preschools

Improve school feeding program

- Support the Department of School Food Programs' move to use more unprocessed and nutritious foods (including fresh fruit, fluid milk, and vegetables).
- Finance the purchase of school kitchen equipment.
- Finance training for staff involved with food programs in schools

Improve health of the 1+ million children in state-run preschools

- Undertake health screening and education activities in the schools
- Finance the purchase of equipment and supplies for health screening activities
- Finance the production of health education materials
- Finance training for the Schools Basic Health Unit personnel in the health problems of pre- and primary school-aged children

Source: World Bank, June 1991, Staff Appraisal Report, "Brazil Basic Education Project." *Contact:* World Bank, Human Resources Operations Division, Country Department I, Latin American and Caribbean Regional Office, Washington, DC.

BRAZIL

Municipal Development in the State of Paraná

	🕮 *Increase poor children's access to pre-school ECD services and primary schooling*
Status	Completed
Duration	1990–95
Borrower	State of Paraná
Total Project Cost	US$ 400.00 million
World Bank funding for ECD	US$1.9
Target population	Poor children aged 3 months to 6 years and primary school students in grades 1 to 4
Partner organizations	Participating municipalities, SANEPAR, COHAPAR
World Bank project manager	Braz Menezes, Principal Operations Manager

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According to official data, in 1989 only 11.3 percent of children aged 3 months to 6 years living in low-income areas were enrolled in child-care centers—despite the fact that demand for childcare in these communities was high. In addition, most grade schools in Paraná suffer from overcrowding.

Brazil's new constitution gives states and municipalities new responsibility over the raising and use of fiscal resources. The project therefore supported activities designed to improve the functioning of Paraná state's social service institutions while at the same time making investments in community day care centers, school extensions, and health posts.

Strategy	
Pilot investment in child day care	◻ Financed building of 9 new day care centers ◻ Financed rehabilitation of 42 existing centers, ◻ Financed building of 9 new day care centers
Invest in health care facilities	◻ Provided funds to build and equip 47 health care units in various Paraná cities.
Upgrade and expand Paraná's primary schools	◻ Funded building of additional classrooms and sanitary facilities ◻ Funded equipment for municipal primary schools, ◻ Equipped several municipal primary schools
Benefits	◻ Provided day care places for 2,400 children from low-income communities with a high percentage of seasonal farm workers *(boias frias).* ◻ Increased poor children's access to health care ◻ Upgraded primary schools serving some 500,000 students in grades 1 to 4.

Source: World Bank, May 22 1989, Staff Appraisal Report, "Brazil Municipal Development Project in the State of Paraná." *Contact:* World Bank, Human Resources Operations Division, Country Department I, Latin American and Caribbean Regional Office, Washington, DC.

BRAZIL

Municipal Development in the State of Rio Grande Do Sul

	🕮 *Expand access to child care services in poor areas* 🕮 *Increase capacity and quality of municipal primary schools' serving poor areas*
Status	Completed
Duration	1990 to 1995
Borrower	State Development Bank of Rio Grande do Sol
Total Project Cost	US$227.0 million
World Bank Funding for ECD	US$ 5.2 million
Target population	Preschoolers (aged 0–6) and children in grades 1–4 in low-income areas
World Bank project manager	Braz Menezes, Principal Operations Officer

According to state agency studies, day care for preschoolers in low-income areas of Rio Grand do Sul is currently some 17,000 places short of demand. Primary schools in these areas also suffer from poor facilities and chronic overcrowding.

The project therefore invested in building community day care centers, school extensions, health posts, basic sanitation facilities, street and lighting development, and solid waste disposal systems. Its investment in preschool children was expected to serve 11,050 low-income children and to cover about 87 percent of existing demand for places in child care centers in poor urban areas of the State of Rio Grand do Sul.

Finally, since Brazil's new constitution gives states and municipalities greater responsibility over the raising and use of fiscal resources, the project supported activities designed to improve the functioning of Paraná state's social service institutions.

Strategy

Increase poor children's access to crèches and child care centers *(US$9.8 million)*	◻ Built 77 new child care centers in low-income areas ◻ Remodelled and rehabilitated 67 existing child care centers ◻ Tested different institutional arrangements for the delivery of child care services ◻ Arranged for cooperative public–private ventures to increase child care coverage.
Improved municipal lower primary schools facilities *(US$4.5 million)*	◻ Provided sanitary facilities in municipal primary schools ◻ Built and renovated classrooms
Benefits	◻ Added 144 preschool facilities in low-income areas ◻ Added 262 new lower-primary classrooms in low-income areas, serving some 18,000 students.in grades 1–4 ◻ Provided sanitation facilities in primary schools

Sources: World Bank, October 1989, Staff Appraisal Report, "Brazil Municipal Development Project in the State of Rio Grande Do Sul;" and Implementation Completion Report, April 1997, "Brazil Municipal Development Project in the State of Rio Grande Do Sul. *Contact:* World Bank. Public Sector Modernization and Private Sector Development Division, Country Department I, Latin American and Caribbean Regional Office, Washington, DC.

CHILE

Experiments with Different Preschool Service Models

Chile's Primary Education Improvement Project is trying to find out which kinds of early child development approaches work best in urban and rural settings. The project is taking a close look at how improved teacher training, better teaching materials, and food supplementation affect poor children's futures.

In 1989 less than a fifth of all two- to five-year-olds were enrolled in preschool and only 57.5 percent went on to finish the eighth grade. In an attempt to improve that record, the Chilean government launched the Bank-assisted Primary Education Improvement Project to provide preschool education for about 16,000 urban and 30,000 rural five-year-olds from poor families.

From 1992 to 1998, the project hired supervisors, teachers, and paraprofessionals to train parents in how to stimulate the minds of their young children. To provide 4,500 preschool places it built 100 new classrooms and refurbished 75 rural facilities donated by the communities. It provided daily food and teaching materials for ECD programs and instituted a mass media campaign to encourage parental participation. Finally, it conducted studies to assess each preschool model's cost and medium-term impact on participants' academic performance, behavior, and skills.

Under this project Chile tested two preschool service models designed for rural areas. For the first the project provided 29,000 sets of teaching materials and continuous in-service training for supervisors, school principals, teachers, and paraprofessionals. In addition, it conducted 3,000 local workshops to train some 23,400 parents in early education techniques. No food supplements were provided.

The second model, implemented by the government-supported agency INTEGRA, hired 15 supervisors and 150 paraprofessionals, refurbished 75 small rural centers donated by the communities, and provided 2,000 daily food rations. Under this model, each rural childcare center was run by two paraprofessionals and served about 25 children under the age of six.

Evaluation procedures are integrated into all preschool programs. Mechanisms are set up at the outset to assess each model's effect on children's future academic achievement, behavior, and skills, and a cost-effectiveness study will compare the three urban and two rural preschool models. These evaluations of the programs' relevance, efficiency, and effectiveness will guide future government investment in preschool expansion.

CHILE

Primary Education Improvement Project

	🕮 *To help improve the efficiency, quality, and equity of primary education in selected schools.* 🕮 *To increase the school preparedness of five-year-olds from poor households and thereby reduce rates of late entry to primary school, grade repetition, and drop-out*
Status	Active
Duration	1992 to 1998
Borrower	Republic of Chile
Total Cost	US$242.00 million
World Bank funding	US$32.4 million out of 170.0 million external funding
Target population	Primary and preschool school children in rural and urban areas, Ministry of Education officials
Partner agencies	Ministry of Education (MINEDUC)
World Bank project manager	Alain Colliou, Operations Adviser.

Strategy

Primary Education *(74 percent of total project cost)*	□ Help teachers and principals to carry out projects to improve the educational experience in 5,000 selected primary schools as part of the government's plan to decentralize authority for teaching and schools

- Provide in-service training for 78,000 teachers, 8,000 school principals, and 625 supervisors
- Provide primary schools with more than 870,000 sets of reading and teaching materials
- Upgrade and refurbish classrooms in 2,500 (mostly rural) primary schools
- Establish an educational communications computer network in 66 (mostly rural) primary schools
- Provide health screening and referrals to 250,000 first-graders every year

Preschool Education
(16 percent of total project cost)

- Hire 23 supervisors, 140 teachers, and 1,255 paraprofessionals in order to expand preschool coverage to 16,000 urban and 30,000 rural children (mostly 5-year-olds) from low-income families
- Provide in-service teacher training courses for 3,500 preschool and primary school teachers and supervisors
- Provide some 3,000 workshops to train 23,400 rural parents in ways to stimulate their young children
- Construct 100 classrooms and refurbish existing ones
- design, produce, and distribute 102,000 sets of teaching materials.

Institutional Development
(7 percent of total project cost)

- Provide management training to over 2,600 preschool and primary school administrators at the Ministry of Education
- Produce manuals as practical guides for education administration.

- Establish an educational information system for the administration, budgeting, and monitoring of decentralized education activities

Sources: World Bank, September 11, 1991, Staff Appraisal Report, "Primary Education Improvement Project." *Contact:* World Bank, Country Operations Department IV, Latin American and Caribbean Regional Office, Washington, DC.

COLOMBIA

Community Child Care and Nutrition Project

	❦ *To strengthen an on-going program of home-based child care*
Status	Completed
Duration	1990 to 1997
Borrower	Republic of Colombia
Total Project Cost	US$40.20 million
World Bank funding for ECD	US$24.00 million
Target population	1+ million of the country's poorest children, aged 2–6
Partner agency	Colombian Institute of Family Welfare (ICBF)
World Bank project manager	Sandra Rosenhouse, Population and Health Specialist

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This six-year program extended and expanded the home child care center program, *Hogares Communitarios de Bienestar* (HCB). In helping to meet the nutritional, health, and developmental needs of children aged 2 through 6 in low-income urban communities, it was a key element in the government's program to reduce poverty.

The *Hogares* program hires, trains, and supervises "Community Mothers" chosen by parents to provide basic ECD services to groups of around 15 children each in their homes. The national Colombian Institute of Family Welfare (ICBF) oversees the program.

During the six-year expansion, the program aimed to improve the ICBF's cost-effectiveness, to strengthen technical support given to home caregivers, to plan and implement mechanisms for monitoring and evaluating ICBF operations,

and to improve the services provided to children in the *Hogares* (mainly through training care providers and upgrading home support.

Benefits

- Expanded HCB nutrition, health, and educational services to cover 1 million of country's poorest preschool-aged children
- Enhanced disadvantaged children's ability to succeed at school and become productive adults
- Provided child care to mothers, freeing them to seek work outside the home
- Offered a modest income and home improvements to mothers running HCB programs
- Catalyzed community participation in preschool care programs
- Prepared communities to support other self-help health, education, and slum improvement initiatives

Source: World Bank, May 2, 1990 Staff Appraisal Report, "Colombia Community Child Care and Nutrition Project;" and World Bank, Implementation Completion Report, July 1997, "Colombia Community Child Care and Nutrition Project." *Contacts:* World Bank, Human Resources Division and Human Development (Education, Nutrition and Social Protection) Sector Management Unit, Country Department III, Latin American and Caribbean Regional Office, Washington, DC.

ECUADOR

First Social Development Project
Education and Training

- *To increase poor primary school children's learning achievement*
- *To raise basic skills level of poorly educated adults*
- *To improve mechanisms for designing educational programs and allocating resources*

Status	Active
Duration	1992 to 2000
Borrower	Republic of Ecuador
Total Project Cost	US$118.7 million
World Bank funding	US$21.4 million
Target population	Poor primary school-aged children in urban areas, poorly educated adults
Partner agencies	Ministry of Education, Vocational Training Service (ESCAP), Department of Special Education
World Bank project manager	Constance Corbett, Sector Leader

Investment in basic education and training for the poor is a cornerstone of the Government of Ecuador's 1991 strategy for planned development. The project is divided into three components:

1. *Preschool Education Development.* seeks to reorganize the administration of preschool education to expand access to quality ECD services for poor urban children in a cost-effective manner.
2. *Special Education* responds to the research finding that as much as 20 percent of Ecuadorian primary school students from low-income households experience some form of learning difficulty.

3. *Textbooks and Educational Materials* responds to the fact that, at the project's inception, the great majority of poor primary school students in Ecuador had no access to educational materials of any kind.

Strategy

Preschool education	□ Decentralize preschool administration in poor urban areas by forming networks of 15–25 schools organized around a model, high quality hub school □ Add preschool classes to each hub school to increase poor children's access to ECD services □ Provide in-service teacher training programs
Special education	□ Set up teams of specialists, based in hub schools, to screen students for learning difficulties □ Fund 9 mos. of assistance from international experts in special education to help the Department of Special Education develop program for training teachers and specialist teams □ Train teachers how to deal with children who have special needs
Textbooks and educational materials	□ Develop, produce, and distribute 567,000 new series textbooks to all students in project schools on a limited cost-recovery basis □ Develop, produce, and distribute 1,520,000 workbooks and 60,000 teachers' guides
Expected Benefits ***(after 8 project years)***	□ 5,800 students a year enrolled in preschools at each hub school □ 37,000 children in existing preschools in project area benefit from teacher training and technical assistance extended by hub schools

- 70,000 students benefit from having special needs identified and teachers trained to deal with them
- More than a half million poor students who could not otherwise afford them receive new textbooks
- 1.5 million poor students receive new workbooks
- 60,000 teachers receive new teachers' guides

Source: World Bank, November 1991, Staff Appraisal Report, "Ecuador First Social Development Project." *Contact:* World Bank, Human Resources Operations Division, Country Department IV, Latin American and Caribbean Regional Office, Washington, DC.

ECUADOR

Third Social Development Project
Social Investment Fund

❦ *The social services component of this project seeks to improve the health, nutrition, and education of poor mothers and children*

Status	Active
Duration	1994 to 1998
Borrower	Republic of Ecuador
Total Project Cost	US$120.0 million
World Bank funding for ECD	US$6.0 million
Target population	Poor mothers and children *(social services component, 8 percent of total project):*
Partner agencies	Emergency Social Investment Fund (FISE)
World Bank project manager	Evelyn Pesantez, Operations Officer

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This project supports the setting up and operation of Ecuador's Emergency Social Investment Fund (FISE), a new mechanism that allows the Government to help alleviate the effects of poverty and safeguard vulnerable groups not currently covered by more traditional agencies for relief.

Strategy

Nutrition and Health

- Finance the purchase of selected equipment and materials, training services, and other inputs for health care programs, vaccination campaigns, and micronutrient supplementation and improved nutrition programs
- Fund community pharmacies

- Set up and fund training programs for health promoters, midwives, and community health and hygiene workers
- Fund the establishment of school greenhouses and garden plots

Education

- *Access to preschool education (15 percent of total project cost).* Expand non-formal educational services to cover more children in the year preceding primary school
- *Educational materials (4 percent of total costs).* Finance the provision of early childhood and primary school educational materials other than textbooks
- *Textbooks (30 percent of total costs).* Provide for the publication, printing, and distribution of primary school textbooks
- *Management (29 percent of total cost).* Decentralize administration of public pri*mary and secondary schools*
- *Infrastructure (22 percent of total cost).* Rehabilitate or replace dilapidated and inadequate primary school buildings and install basic sanitary services in all primary schools

Source: World Bank, January 1994, Staff Appraisal Report, "Ecuador Third Social Development Project: Social Investment Fund." *Contact:* World Bank, Human Resources Operations Division, Country Department II, Latin American and Caribbean Regional Office, Washington, DC.

ECD HIGHLIGHT

EL SALVADOR

Rebuilds Services for Young Children

During El Salvador's ten years of civil strife an estimated 75,000 people died, 750,000 emigrated, and 500,000 became refugees within their own country. Defense spending and interest payments on external debt crowded out spending for social services—and children suffered. In 1979 only 7 percent of Salvadorans finished primary school. In 1986 only 60 percent of rural children were enrolled. In 1988 36 percent of children under five suffered from vitamin A deficiency and only 29 percent of those two or younger received any health care at all. In 1991 some 60 percent of infant deaths resulted from diarrhea caused by lack of adequate sanitation.

After years of war, El Salvador is now restoring education and health services for the young. In June 1989 the government instituted a far-reaching macroeconomic reform program. In 1991—with World Bank, USAID, and UNICEF support—it began implementing the Social Sector Rehabilitation Project to rebuild public health and education services.

Preschools are part of that project. From 1991–97 El Salvador instituted an innovative program that eventually served 170,000 young children and engaged 1,700 communities in defining and administering pre- and early primary school services. In addition, the school health component provided vaccinations, supplementary micronutrients, and health assessments for 225,000 basic education students.

Under the preschool reform plan, the Ministry of Education selected a community group (formed by teachers and parents or by NGOs) to run the preschools, each accommodating at least 28 children. The MOE provided funds to cover teachers' salaries and administrative costs, textbooks and teaching materials, nutrition assistance, and staff training. The community groups hired and paid teachers, provided and maintained furniture and physical facilities, and administered preschool services.

In the event the project trained some 3,800 preschool teachers in Early Childhood Development theory and techniques. Small groups were used to promote children's interaction and teachers learned of different activities that strengthen children's problem-solving skills and readiness for arithmetic, reading, and writing.

The cost of providing preschool services under this project is estimated at about US$120 a child per year, including US$20 for food supplements. Teachers were paid US$160 a month to teach preprimary classes; teachers with larger classes received a salary increase of up to 10 percent. The project included annual evaluations of preprimary and primary programs for their cost and effect on child development, which will provide a basis for refining the programs' design. It is further hoped that these programs can be adapted for other high-poverty areas in El Salvador.

El Salvador's Social Sector Rehabilitation Project also supported the expansion of education and health outreach activities, sought to increase the number of health specialists and supply of medicines in villages, and included an emergency birth and first-aid service. To strengthen the social sector further, it introduced a new system for supervision, improved financial and personnel management practices, and a new health care financing policy—all of which will have implications for the country's network of early child development programs.

EL SALVADOR

Social Sector Rehabilitation Project
Components affecting mothers and young children

📖 *To extend educational services to young children in poor rural areas*
❦ *To decrease rate of maternal deaths*
❦ *To improve young children's health*

Status	Completed
Duration	1991 to 1997
Borrower	Government of El Salvador
Total Project Cost	US$40.0 million
World Bank funding for ECD	US$4.4 million
Target population	Children in the first two years of primary school.
Partner agencies	Ministries of Health, Education, and Planning
World Bank project manager	Maria Madalena Dos Santos, Senior General Educator

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In fulfilling its goal of increasing the efficacy of social service delivery in El Salvador, particularly to the poor, this project contained several measures that affected preschool-aged children.

Maternal Health
A sample of the 26 medical facilities assisted by the project showed a reduction in hospital maternal mortality from 14 per 10,000 live births in 1990 to 10 in 1995.

Early Child Education
This project allowed the Ministry of Education to use new administrative models to extend preschool and primary education services in poor rural areas. Provided with financial assistance, advice, new materials, and teacher training

programs, and some 3,800 new teachers, community leaders and parents in 1,700 communities established and administered preschool and primary school classes for nearly 170,000 children. The program, which included many lessons learned from earlier Bank-financed education projects, resulted in substantially expanded educational services for young children in El Salvador. In addition, it brought government education authorities into closer touch with the communities they serve.

School Health Program
With the Ministries of Health and Education, the project completed health assessments on 225,000 basic education students, or 3 percent of the total cohort. In addition, it provided vaccinations and micronutrient supplementation.

Strategy

Benefits

Set up community-run ECD and primary classes in poor rural areas *In 1,700 communities (reaching roughly 170,000 children)*	☐ provided funds to set up ECD and primary classes ☐ funded hiring of 3,800 new teachers ☐ provided teacher training courses ☐ provided new teaching materials ☐ provided advice on managing ECD programs
Decrease maternal death rate *In 26 maternity hospitals*	☐ purchased state-of-the-art equipment ☐ hired medical specialists ☐ trained staff in ways to enhance quality of care ☐ kept facilities open 24 hours a day
In health care centers in the targeted district	☐ hired additional supervisory staff ☐ provided equipment and vehicles for supervision.
Enhance School Health Program *For 225,000 basic education students*	☐ provided vaccinations ☐ provided supplementary micronutrients ☐ conducted health assessments

Source: World Bank, June 1997, Implementation Completion Report, "El Salvador Social Sector Rehabilitation Project." *Contact:* World Bank, Human and Social Capital Development Group, Central America Department, Latin American and Caribbean Regional Office, Washington, DC.

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EL SALVADOR

Basic Education and Modernization Project

	🕮 *To increase poor children's access to high quality basic education*
Status	Active
Duration	1996 to 2001
Borrower	Government of El Salvador
Total Project Cost	US$ 80.2 million
World Bank funding for ECD	US$ 6.6 million
Target population	Children in El Salvador's 135 poorest municipalities.
Partner agencies	Ministry of Education
World Bank project manager	Maria Madalena Dos Santos, Senior General Educator

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Following the peace accords signed in 1992, the Government of El Salvador committed itself to reconstruct the country. In carrying out this mandate, it is now focusing on education as a means to ensure social equity and economic growth in an increasingly competitive global market. The Basic Education and Modernization Project is therefore integral to El Salvador's strategy for fighting poverty.

Strategy

Benefits

Increase access to preschool and basic education in 135 poor areas *(16 percent of total project cost)*	▫ Establish 3,000 new community-run preschool facilities (EDUCO) and basic education schools in selected *municipios* ▫ gradually replace the existing 3,000 traditional schools with the EDUCO model

	◻ rehabilitate the infrastructure in rural schools ◻ provide technical assistance to the Community-Managed Schools Program.
Improve the quality of preschool and basic education nationwide *(61 percent of total cost)*	◻ provide technical assistance for developing curricula for preschool and basic education ◻ provide educational materials (textbooks, classroom paraphernalia, school libraries) as part of Government's program to improve education ◻ train preschool and basic education teachers, program administrators, and supervisors ◻ develop a school health and nutrition program, targeting the 135 poorest *municipios*
Modernize and strengthen educational institutions	◻ provide technical assistance to the Ministry of Education to increase the efficiency of its management of human and financial resources, planning, evaluation, monitoring, supervision, and communications. ◻ set up a staff development program to increase the capability of administrators and technical personnel.

Source: World Bank, September 1995, Staff Appraisal Report, "El Salvador Basic Education Modernization Project." *Contact:* World Bank, Human Resources Operation Division, Country Department II, Latin American and Caribbean Regional Office, Washington, DC.

ECD HIGHLIGHT

MEXICO

Community Educators Work with Parents

In an effort to enhance the early experience of Mexico's poorest infants, the national Early Education Project (Educación Initial) sent community educators into the home to teach parents what they could do to promote healthy child development. Early response to the project has been enthusiastic. And under its influence, many unproductive traditional child-rearing practices are giving way to change.

From 1992-98 Mexico's Ministry of Education—in cooperation with UNESCO, UNDP, UNICEF, and the World Bank—operated a five-year program, at a cost of US$139.1 million, to improve the childcare techniques used by the parents of 1.2 million of the country's poorest children under age three.

Mexico's Early Education Project depended on community educators to deliver the message. Generally young parents themselves or health providers living in the community, ECD educators received a stipend of US$150 a month. Their training consisted of a two-week preservice course, plus monthly follow-up sessions. ECD educators instructed parents about child development, positive parenting practices, nutrition, basic health and hygiene, and family planning.

In addition to organizing periodic group sessions, community educators visited parents in their homes once or twice every two weeks to teach them how to care for and stimulate their children in ways that encourage cognitive, psychological, and social growth. By June 1995, 174,800 parents had undergone training in parenting, and it is estimated that 900,000 parents (mostly mothers) were reached over the life of the project.

In addition, Mexico's Early Education Project trained and created jobs for 45,000 community educators (mostly women), each of whom worked with twenty families at a time. Ten community "nuclei" made up a "module," which received technical input from a module supervisor. Ten modules formed a "zone," which was monitored by a zone coordinator. Over its five-year span, the project also trained and employed 760 zone coordinators and 4,500 module supervisors.

Because health and education are handled by different ministries in Mexico, the project did not include a health component. In the event coordination with health authorities proved excellent. Community educators and local

health committees frequently joined together to conduct community meetings on issues related to childcare and development.

Parent participants reported that the training changed their attitudes about child-rearing. Many stated that they now recognize traditional punishments for children are often unnecessary and inappropriate. In some areas the program also changed ideas about gender roles in child-rearing. In remote villages in Chiapas, for instance, fathers attended the training sessions.

MEXICO

Early Development Project

📖 *To extend Mexico's* Non-Formal Early Education Program *to cover preschool-aged children in ten of the country's poorest states*

Status	Active
Duration	1993 to 1998
Borrower	Government of Mexico
Total Project Cost	US$139.1 million
World Bank funding for ECD	US$80.0 million
Target population	Preschool-aged children and their mothers
Partner agencies	National-level Secretariat of Public Education (SEP), state-level Public Education Secretariats (SPES) in ten states; UNICEF, UNDP, and UNESCO
World Bank project manager	Fernando Reimers, Senior Education Specialist

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This project extends services provided under Mexico's *Non-formal Early Education Project (Educación Initial)* to some of the country's poorest families. The Early Education Project focuses on educating parents—particularly mothers—in the use of effective child care and development practices in the home. UNICEF, UNDP, and UNESCO and a team of consultants helped to design the preliminary project proposal and have provided consultant services to the Secretariat of Public Education throughout the preparation process.

Strategy	
Human Resources Development *(US$ 91.1 million, or 79.2 percent of total project cost)*	
Program staff	▫ Train SEP and SPES technical staff, coordinators, and community educators in the principles of ECD and program management ▫ Coordinate delivery of child care, education, and health care services for young children
Parents	▫ Hold periodic group meetings, led by community educators, to train parents in the basics of health and nutrition ▫ Develop illustrated guidebooks and other educational materials to covey practices that promote physical, cognitive, and social growth. ▫ Give parents a set of educational activities they can use at home to stimulate the development of basic capabilities in young children ▫ Set up periodic home visits by community educators to help reinforce effective child development practices
Educational Materials Development *(US$14.9 million, or 12.9 percent of the total project cost)*	▫ Expand instructional materials (including *Parents' Guidebook, Community Educator's Handbook, Zone Coordinator's Handbook*) to cover the areas of health, nutrition, and environment ▫ Develop audiovisual aids to improve information presentation ▫ Develop radio educational programs to promote ECD and healthy child care practices throughout the community

Strengthen SEP and SPES
(US$ 9.0 million, or 7.8 percent of total project cost)

- Train SEP and SPES staff in the planning, management, supervision, and evaluation of ECD programs
- Provide technical assistance to design an Educational Management Information System (EMIS)
- Finance the purchase of a computer system and software to be used in project planning and implementation

Expected Benefits
(over five project years)

- Train 900,000 parents (50 percent rural, 33 percent urban) in health child-rearing practices
- Prepare 1.2 million preschoolers better for school and work
- Ensure healthier and more effective child-rearing by training 760 zone coordinators, 4,500 module supervisors, 45,000 community educators (mostly women), and 900,000 parents (mostly mothers)
- Provide a model for similar projects nationwide

Source: World Bank, October 1997, Staff Appraisal Report, "Mexico Initial Education Project."
Contact: World Bank, Human Resources Operations Division, Country Department II, Latin American and the Caribbean Regional Office, Washington, DC.

NICARAGUA

Basic Education Project

	🕮 *To enhance academic achievement in community-based pre- and primary schools* 🕮 *To reduce primary school grade repetition and drop-out rates*
Status	Active
Duration	1995 to 1999
Borrower	Republic of Nicaragua
Total Project Cost for ECD	US$6.2 million
World Bank funding for ECD	US$6.0 million
Target population	Preschool-aged children and children in grades 1–6
Partner agencies	Ministry of Education, Culture and Sports
World Bank project manager	Luisa Ferreira, Human Resources Economist

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The Basic Education Project is part of the Ministry of Education's effort to improve the quality, equity, and efficiency of education in Nicaragua and to reach the large number of poor children.

Preschool Education

At the start of this project, research showed that one out of three Nicaraguan children repeats the first grade. Yet research has also shown that with effective preschool education, first grade repetition rates will fall. The project therefore proposes to help set up a cost-effective preschool program in poor areas with the aim of increasing primary school achievement and reducing repetition rates.

Nicaragua's current formal preschool program operates primarily in urban areas and contains no mechanism to target the poor. The program therefore mostly benefits children from relatively well-to-do families. The Ministry of Education

also operates a small non-formal preprimary program, although this currently consists mainly of childcare rather than educational services. The proposed project supports the Government's strategy to expand preschool educational services using the non-formal model, which targets poor communities, relies on local educators, and makes use of facilities provided by the community. The preschool component of the project aims to improve the home environment for young children, strengthen parenting skills, and introduce new ways for caregivers to stimulate young children's physical, mental, and social development.

Related externally funded projects:
The Bank-funded Basic Education Project is being closely coordinated with other efforts funded by external donors to improve the quality and administration of basic education in Nicaragua. These include:

- USAID Basic Education Project *($30 million).* On-going.
- BASE Project *($16 million)* 1991-98. Project to produce and distribute textbooks.
- UNESCO/Dutch SIMEN-US Basic Education Project *($3.4 million).* 1992-95. Project to help build local capacity for curriculum development, teacher training, and education planning.

Strategy

Community-based preschool education *(US$ 6.0 million)*	☐ Equip participating child care centers with furniture and educational materials ☐ Train community educators ☐ Promote ECD awareness by involving parents and community organizations in activities to promote child development. ☐ Introduce new content to preschool programs ☐ Set up structured education programs, consisting of periodic meetings conducted by a community educator, to educate parents and other caregivers about ECD aims, content, and techniques

Primary education (US$31.8 million):

School Decentralization *(US$ 11.3 million)*

- Provide training, technical assistance, equipment, and performance incentives for primary teachers to facilitate the administrative decentralization of public primary and secondary schools.

Educational Materials *(US$ 12.0 million)*

- Fund the development, publication, printing and distribution of elementary school textbooks for poor students.

Infrastructure *(US$8.5 million)*

- Rehabilitate or replace dilapidated and inadequate primary school buildings
- Install basic sanitary services in all primary schools.

Expected Benefits *(by year five of the project)*

- Build or rehabilitate and equip 2,500 community centers, expanding preschool educational coverage from the current 30,000 to reach 88,000 children
- Improve primary school outcomes by improving administration, educational materials, and facilities

Documented Results

- Provided 2,543 ECD centers
- Enrolled 68,744 children in community-based preschools in 1998
- Provided monetary support to 3,159 preschool educators in 1998.

Source: World Bank, February 22, 1995, Staff Appraisal Report, "Nicaragua Basic Education Project." *Contact:* World Bank, Human Resources Operations Division, Country Department II, Latin American and Caribbean Regional Office, Washington, DC. Revised by Luisa Ferreira, Project Task Manager

PANAMA

Basic Education Project
Preschool Component

	🕮 *To expand coverage and improve the quality of both formal and non-formal preschool education among the poor*
Status	Active
Duration	1996 to 2002
Borrower	Republic of Panama
Total Project Cost	US$58.0 million
World Bank funding	US$1.75 million out of $35.0 million external funding
Target population	Preschool-aged children in 185 of the poorest townships; poor rural mothers and 2,400 preschool-aged children in Veraguas and Chiriqui provinces
Partner agencies	Ministry of Education
World Bank project manager	Carlos Rojas, Senior Education Specialist

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With the aim of increasing national preschool coverage from 45 to 75 percent, the Panama Basic Education Project is extending services to children under the age of six in 185 of Panama's poorest townships *(corregimientos)*. The project supports the establishment of Family and Community Education Centers For Initial Education *(Centros de Orientacion Infantil y Familiar)* (CEFACEI's), involves mothers in the delivery of preschool services, gives parents and communities authority over the administration of funds to pay community educators. All families of preschool-aged children in the project are eligible to receive nutrition counseling, health monitoring, and—in cases of malnutrition—supplemental food. These services are provided under the Rural Health Project, also financed by the World Bank.

In addition, in the sparsely populated Veraguas and Chiriqui provinces, the project has initiated a pilot "mother-to-mother" education project. The project assembles groups of mothers from poor rural communities. ECD specialists from the MoE then train a member from each group to lead educational sessions. To convey its message the "mother-to-mother" pilot uses radio, which is commonly available in Panama even in poor areas. Radio programs produced by a team of local and international consultants teach mothers about child-rearing even as they enhance the intellectual and social development of preschool-aged children. The mothers groups also receive locally produced written educational materials and workbooks. Finally, the project contains measures to strengthen the capacity within the Ministry of Education to plan, support, supervise, and monitor community-based ECD programs.

Strategy: Preschool Component

Family and Community Education Centers
(Total cost = US $5.26 million - World Bank financing US $1.12 million

- Open 400 new Family and Community Education Centers (CEFACEI's)
- Set up and finance an intensive ECD training program for MOE supervisors and educators
- Distribute specially designed ECD program management manuals to educators and supervisors
- Provide nutrition counseling, health monitoring, and— in cases of malnutrition—supplemental food to children attending CEFACEI's

Rural mother-to-mother parenting education pilot
(Total cost = US $0.43 million - World Bank financing US $0.29 million

- Bring mothers in poor rural areas of Veraguas and Chiriqui provinces together into parent and preschool children education groups
- Enlist MOE provincial supervisors and pre-primary education specialists to train a member of each mothers group to act as discussion leader
- Finance local and international consultants to produce educational radio programs and written instructional materials geared towards selected objectives of early child development

Integration of Health, Nutrition and Education Services

- All of the pre-school children who will benefit from the project will be eligible to receive the nutrition and health services provided under the Rural Health Project financed by the Bank. This project provides nutrition counselling health monitoring and supplemental feeding in case of malnutrition diagnosed at the community level. To accomplish these objectives, a health promoter addresses parents and other community members involved in educating children. The CEFACEI promotoras, the children and their parents will benefit form the counseling and supplemental feeding in cases of diagnosed malnutrition.

Strengthen Ministry of Education's program planning and supervision capacity
(US $0.34 million)

- Set up a supervisory network within the MOE to monitor and evaluate preschool interventions at the national, regional and provincial levels. The national team will appoint pre-primary supervisors at the provincial level, who will be trained by national and international technical assistants to design manuals for trainers, *promotaras* and parents. Provincial supervisors will conduct a meeting in each community targeted by the project, to convey the importance of pre-primary education to parents, and form a local CEFACEI Parents' Association.

Expected Benefits
(over five project years)

Preschool component

- Preschool services delivered to 22,000 poor children under age six.
- Active learning techniques and healthy child-rearing practices introduced into the families of 2,400 poor, rural preschoolers

- Integrated package of basic health, nutrition, and educational services provided for children enrolled in the project
- Number and quality of preschool programs improved along with MOE program planning, supervision, and monitoring skills

Source: World Bank, February 29, 1996, Staff Appraisal Report, "Panama: Basic Education Project," *Contact:* World Bank, Human Resources Operations Division, Country Department II, Latin American and the Caribbean Regional Office, Washington, DC.
Revised by Carlos Rojas, Task Manager

PARAGUAY

Maternal Health and Child Development Project

❦ *To extend health and nutrition services to poor women and children*
🕮 *To extend educational services to poor preschool-aged children*

Status	Active
Duration	1997 to 2003
Borrower	Government of Paraguay
Total Project Cost	US$31.2 million
World Bank funding for ECD	US$1.7 million out of $21.8 million in external funding
Target population	Poor women and preschool-aged children
Partner agencies	Ministry of Public Health and Social Welfare.
World Bank project manager	Sandra Rosenhouse, Population and Health Specialist

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One-third of all deaths of children under five in Paraguay stem from diarrhea or acute respiratory infections—conditions that can largely be controlled with access to basic health care. The largest component of this project therefore seeks to increase the coverage, quality, and efficiency of basic maternal and child health services in six under-served departments in Northeastern Paraguay. In addition, the project is funding a Child Development Pilot Project in poor areas of Asunción. This component is designed to improve the intellectual and social development of poor children aged 2–5, in addition to improving their health. Finally, the project contains measures to strengthen the management capacity of Paraguay's health sector staff at both the regional and central levels, in order to improve the project's implementation and in preparation for the eventual country-wide decentralization of health service management.

Strategy

Maternal and Child Health Care
(US$20.1 million, 74 percent of total project cost)

- Finance technical assistance, materials, furniture, and equipment to rehabilitate up to 40 child development centers
- Train community workers to deliver health services (such as prenatal care, treatment of STDs, family planning, treatment of early childhood diseases, improved nutrition, breast-feeding and weaning practices) to mothers and children.
- Use health education and community outreach to increase the emphasis on preventive care
- Improve the efficiency of the supply of medical equipment and pharmaceuticals for basic maternal and child health services. The project will cover the cost of procurement, storage, transportation and distribution of these supplies.

Early Child Development Pilot
(US$2.1 Million, 8 percent of total project costs)

- Help to establish Integrated Family and Early Child Development Centers - *Centros de Bienestar de la Infancia y la Familia* (CEBINFA's). The project will finance the rehabilitation needs of up to 40 centers, technical assistance, materials, furniture and equipment for the centers.
- Provide children at the CEBINFA's with three meals a day
- Deliver basic health services, immunizations, and pre-enrollment physicals to children at the centers
- Train local staff to deliver services under the supervision of the Ministry of Health
- Train local mothers in early stimulation techniques, the detection of childhood diseases, and general hygiene
- Pay trained mothers a small stipend to act as educators in the CEBINFA's
- Engage Ministry of Education staff to supervise early stimulation activities

Strengthen and decentralize health service management in project area
(US $1.2 Million, 4 percent of total project cost)

- Establish a systematic supervision scheme for delivering maternal and child health services within the project area
- Train staff from the Social Welfare Directorate of the Ministry of Health to supervise CEBINFA-delivered services and train mothers
- Establish management information systems (MIS) to facilitate decision-making and project monitoring
- Provide technical assistance to communities setting up health and ECD service programs

Expected Benefits
(in five project years)

- Poor working mothers gain access to affordable, high quality child care
- Rehabilitation of some 40 child development centers
- Improved maternal and child health and reduced infant mortality rates in project area
- Wider use of healthful nutrition and child-rearing practices
- Modest employment opportunities for mothers in ECD pilot project area
- Preschoolers poor areas of Asunción entering school better prepared
- Better supervision of ECD programs leading to higher quality services for preschoolers and mothers
- Improved management skills within the Social Welfare Directorate leading to improved delivery of social services overall

Source: World Bank, August 13, 1996, Staff Appraisal Report, "Paraguay Maternal Health and Child Development Project." *Contact:* World Bank, Population and Human Resources Division Country Department II, Latin American and the Caribbean Regional Office, Washington, DC. Revised by Sandra Rosenhouse, Project Task Manager

ECD HIGHLIGHT

Trinidad and Tobago

Expands Its Teacher Training Programs

Trinidad and Tobago is working with the University of the West Indies and the private organization Servol to expand and improve the education of preschool program managers. Under its Basic Education Project (1996–2003), the country proposes to train 650 ECD program managers—350 current and 300 new—and to supervise them on the job.

As of now the country has two major training programs for preschool teachers, one at the University of the West Indies and one offered by the nongovernmental organization Servol, which also runs 148 government-funded childcare centers. The University of the West Indies offers a six-month course in preschool methodology and another six-month course in the management of Early Childhood centers. Servol's more comprehensive preschool training program includes a year of full-time study and another year of supervised apprenticeship in the classroom.

Under the country's Basic Education Project, both training programs are being strengthened and expanded. The program will also sponsor up to 350 scholarships for prospective preschool teachers to attend pre-service training, stipends to trainees from low-income communities to help them through the year of full-time training, and workshops run by the Ministry of Education, Servol, other private organizations for supervisors in the field.

The Preschool Trainer and Supervisor Training Program focuses on curriculum content and training strategies. To allow participants to gain new knowledge while continuing in their jobs, it offers seven weeklong training sessions over the course of a year. Participants still on the job form teams to observe and comment on one another's performance. During the weeklong training sessions, consultants provide feedback on participants' performance and teach them how to run workshops, offer helpful comments to other teachers, and implement a preschool curriculum. Participants learn how to make safe, effective teaching equipment from such common items as shells, bottle caps, plastic scraps, old newspapers, and discarded lumber. Consultants assess their progress both at work and during periodic workshops.

Servol's field workshops will allow roughly 130 teachers already employed in early childhood programs to receive training and certification. Each regional division of the Ministry of Education will also provide experts in early childhood care and education to work with NGOs in training, supervising, and supporting in-service teacher trainees.

TRINIDAD AND TOBAGO

Basic Education Project
Early Childhood Care and Education Component

	🕮 *Early Childhood Care and Education Component* 🕮 *To enhance cognitive and social development of children enrolled in Early Childhood Care and Education programs*
Status	Active
Duration	1996 to 2003
Borrower	Trinidad and Tobago
Total Project Cost	US$121.3 million
World Bank funding for ECD	US$3.8 million out of $51.0 million external funding
Target population	Pre- and primary school children; ECD trainers and program supervisors
Partner agencies	Ministry of Education, regional education districts, NGO-operated preschools, public and government-assisted primary schools
World Bank Project Manager	Joel Reyes, Institutional Development Specialist

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In order to improve the efficacy of its Early Childhood Care and Education (ECCE) programs, Trinidad and Tobago has initiated this program to upgrade the teaching of ECCE teachers, rehabilitate preschool facilities, and improve the way preschool programs are managed and supervised. The project focuses on both public and community-run preschools. In addition to increasing awareness of the benefits early childhood services can bring, the program will seek to support and expand the preschool program network currently run by nongovernmental organizations.

Strategy: *Early Childhood Care and Education Component*

Improve quality of preschool education	☐ Fund consultants to help bring Trinidad and Tobago's ECCE training institutions up to National Council on Early Childhood Care and Education (NCECCE) standards ☐ Finance new training programs for trainers (TOT) ☐ Revise TOT curriculum to meet NCECCE requirements ☐ Rehabilitate up to 150 public ECCE centers and equip them with furniture and instructional materials. ☐ Provide technical assistance, furniture, and equipment to set up an NCECCE Secretariat within the MoE to monitor preschool programs ☐ Work with NCECCE to improve the supervision provided by ECCE field officers and regional facilitators
Increase access to preschool programs	☐ Fund the NCECCE's program to enroll 2,250 poor children in ECCE programs ☐ Build, fund, and equip 50 new community preschool centers ☐ Train Parent Outreach Workers (POWs) to help parents in the home develop healthy child care practices ☐ Help to expand existing parental outreach program managed by NGOs ☐ Finance early childhood development activities run by NGOs ☐ Encourage the Government to increase its contributions to local, NGO-run ECD activities.
Expected Benefits *(in seven project years)*	☐ Improve quality of training for Early Childhood Education and Care teachers ☐ Upgrade 150 existing public ☐ Build 50 new community-based ECCE centers

- Establish new NCECCE secretariat in the Ministry of Education
- Benefit from better-trained supervisors in the field
- Enroll 2,250 more children in ECCE programs
- Expand financing for and coverage by NGO-run ECD programs
- Increase public and government awareness of the benefits of ECCE programs

Source: World Bank, October 1995, Staff Appraisal Report, "Trinidad and Tobago Basic Education Project." *Contact:* World Bank, Human Resources Operations Division, Country Department III, Latin American and the Caribbean Regional Office.

URUGUAY

Basic Education Quality Improvement Project
Preschool Education Component

	🕮 *To enhance primary school preparedness* 🕮 *To reduce repetition rates in the first two grades*
Status	Active
Duration	1994 to 2001
Borrower	Republica Oriental del Uruguay
Total Project Cost	US$45.0 million
World Bank funding for ECD	US$11.7 million of $31.5 million in external funding
Target population	Preschool programs, poor children under 6
Partner agencies	National Public Education Administration
World Bank project manager	Alain Colliou, Operations Adviser

PRESCHOOL EDUCATION COMPONENT
(US$9.8 million, excluding preschool construction)

- Excluding funding for new school construction, the preschool component of this project accounts for 21.7 percent of the total project cost. In order to achieve its goal of increasing children's preparedness for and success in primary school, it proposes to extend preschool coverage in poor areas of the country and to enhance the quality of existing preschool services.

Strategy: *Preschool Education Component*

Enhance quality	☐ Finance the design of a special program to stimulate the intellectual and social development of four-year olds ☐ Finance the development of appropriate teaching materials

- Finance the design and provision of 30 in-service events to train 3,000 teachers, 185 school principals, and 24 supervisors (all existing preschool personnel plus staff hired for the project) in modern pedagogical techniques and use and individual production of ECD teaching materials
- Fund purchase of 5,260 sets of essential teaching materials (puzzles, blocks, storybooks, pictures, and other classroom aids that enhance young children's social, emotional, cognitive motor, and expressive skills) for use in teacher-training events
- Instruct teachers how to involve parents and caregivers in the delivery of preschool services
- Finance the hiring of a group of experts (a preschool teacher, a first grade teacher, and a child psychologist) to define curriculum objectives that link preschool training to needs of students entering first grade
- Fund the design of a longitudinal study of 600 first grade students (to be evaluated in years 2, 4, and 6 of the project) to measure the impact of preschool on the social and academic achievement of first graders

Increase access
(US$ 6.8 million, or 15.2 percent of total project cost)

- Finance the construction of 60 preschool classrooms for four-year-olds and 11 classrooms for five-year-olds
- Finance the rehabilitation of 23 classrooms for five-year olds attached to public primary schools in poor areas
- Finance the purchase and maintenance of equipment and school furniture for the new classrooms
- Remodel primary schools, selected on the basis of the five-year-olds in need of ECD services, to be used as preschools

- Finance the design and dissemination of a school maintenance manual.

Strengthen ECD institutions

- Finance the acquisition of 98 sets of computers, printers, managerial and statistical software
- Finance the training of preschool administrators and education analysts at all levels of decisionmaking in management skills and the use of the MIS
- Encourage the government to decentralize and simplify pre- and primary school administration

Expected Benefits
(in five project years)

- Increase preschool coverage to reach a total of 21,000 preschoolers in poor areas, giving 90 percent of five-year-olds and 40 percent of four-year-olds access to an early stimulation program
- Increase annual capacity of public preschools by 1,160 new places for five-year-olds and 3,600 new places for four-year-olds.
- Improve quality of preschool education
- Improve quality of preschool administration
- Improve preschool facilities and maintenance

Source: World Bank, March 1994, Staff Appraisal Report, "Uruguay Basic Education Quality Improvement Project." *Contact:* Human Resources Division, Country Department IV, Latin American and the Caribbean Regional Office, World Bank, Washington, DC.

ECD HIGHLIGHT

Venezuela

Addresses Children's Health and Education Needs

Venezuela's abundant petroleum resources have made the nation rich. Yet in June 1994 almost half of Venezuelans were considered poor and more than a fifth critically poor. In 1988 only a third of preschool-age children attended a preschool program, and access to primary school was not universal.

In 1990 the Government of Venezuela, with World Bank support, launched a seven-year Social Development Project to rehabilitate the primary health care network, provide health care and nutrition services for pregnant and lactating women and children up to age six, expand and improve preschool services for poor children. In addition it mounted a campaign promoting beneficial health, nutrition, and education practices and took measures to improve the government's capacity to design, plan, and implement social programs and assess their impact.

By the end of 1994 preschool programs had reached an estimated 44 percent of eligible children. In order to enroll at least half of all four- to six-year-olds in preschool programs by 1995, the government supported the establishment of new preschools, both conventional and informal. Conventional preschools dispensed formal instruction from a professional teacher. Informal programs were generally run by a teacher and a community promoter, who shared teaching duties and provided health, nutrition, and recreation services.

By the end of 1995 the project had built 1,600 conventional preschool classrooms serving 96,000 poor children. By 1999, it had added 185 nonformal preschool centers and extended preschool coverage to 116,000 poor and disadvantaged children overall. Project funds also covered a preschool feeding program, the purchase of furniture and materials, staff training and supervision, and administrative costs. But while the construction of preschools was highly successful, the Government cut funds for building them by 40 percent.

Community daycare programs expanded under the project now serve more than 500,000 children. Caregivers selected from the community are trained and paid a small monthly sum by the government and a small fee by the parents of each child. Each caregiver takes six to eight children into her own home. The government provides loans for home improvement and donates toys and other necessities.

Financed by the government, the program is run by *Fundación el Niño* and other NGOs. Venezuela's Social Development Project also provided nutritional supplements to pregnant and lactating women and children under six and expanded coverage for immunization, preventive health care for infants, and treatment of acute diarrheal illness and respiratory infections among infants and children.

Malnourished children received three kilograms of powdered whole milk a month, and all other children two kilograms. By the end of 1995 the project had provided access to these basic services to 420,000 pregnant women (up from 200,000 in 1989), 360,000 lactating women (up from 80,000) 640,000 infants under age two (up from 245,000), and 916,000 children aged two to six (up from 370,000). Recognizing the importance of early childhood programs, Venezuela has included provisions for them in its latest structural adjustment program, prepared in collaboration with the World Bank.

VENEZUELA

Social Development Project
Early Childhood Development–Maternal Care Component

❦ *To improve the living conditions of the poor by targeting social services to pregnant and lactating mothers and children under six*

Status	Active
Duration	1991 to 1999
Borrower	Government of Venezuela
Total Project Cost	US$320.9 million
World Bank funding for ECD	US$57.6 million out of $100.0 million external funding
Target population	Pregnant and lactating women, children under six
Partner agencies	Ministries of Employment and Social Affairs, Family, Health, Interior, and National Education
World Bank project manager	Bruce Carlson, World Bank Resident Representative

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Venezuela's Social Development Project aims to improve living conditions for the poor and particularly to mitigate any adverse impact deriving from its macroeconomic structural adjustment program, undertaken to put the economy on a firmer footing. The Early Child Development and Maternal Care component of the project will help the Government devise a strategy that addresses priority social problems defined under its Social Sectors Action Program while targeting expenditures to help poor pregnant and lactating women and children under the age of six—Venezuela's neediest citizens.

Strategy

Early Childhood Development and Maternal Care

Rehabilitate and develop primary health care network	□ Provide basic health and nutrition services for pregnant and nursing women and children under six □ information, education and communications services for health, nutrition and education promotion □ Improve government capacity to design, plan, implement, monitor, and evaluate social programs
Expand and develop preschool education services	□ Target new ECD programs in low-income communities
Expected Benefits *(n eight project years)* *(by 1995)*	□ Increase health and nutrition services to cover some 200,000 pregnant women in 1991 to 420,000 □ Increase health and nutrition services to cover some 80,000 post-natal women in 1991 to 360,000 □ Increase health and nutrition services to cover some 245,000 infants under two in 1991 to 640,000
(by 1999)	□ Provide access to primary health care and nutrition services for 400,000 pregnant and 360,000 lactating women—roughly half of the cohort □ Expand preschool education programs to reach 116,000 additional children from poor and disadvantaged families □ Increase girls' access to day care centers in poor and marginal areas □ Provide child care to poor women in the work force □ Provide some opportunity for mothers to work in ECD programs

Source: World Bank, October 1990, Staff Appraisal Report, "Venezuela Social Development Project." *Contact:* World Bank, Human Resources Operations Division, Country Department III, Latin American and the Caribbean Regional Office, Washington, DC.

EDUCATION

THE WORLD BANK

HUMAN DEVELOPMENT NETWORK

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